



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 116829

DfES Number: 513634

INSPECTION DETAILS

Inspection Date 18/11/2003
Inspector Name Susan Victoria May

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Grange Pre-School
Setting Address The Grange Free Church
Circuit Lane, Southcote
Reading
Berkshire
RG30 3HD

REGISTERED PROVIDER DETAILS

Name The Committee of The Grange Pre-school 1000774

ORGANISATION DETAILS

Name The Grange Pre-school
Address The Grange Free Church
Circuit Lane
Reading
Berkshire
RG30 3HD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Grange Pre-School playgroup is located in the hall of The Grange Church and has its own enclosed garden. The pre-school opened in 1967 and serves the needs of families in the surrounding area. The intake of children reflects the make-up of the community.

The Grange pre-school accepts 26 children aged from rising three to five years old. There are currently 50 children on roll, including 11 funded three year olds and 25 funded four year olds. The local early years partnership offers support and advice to the group.

The pre-school is open Monday to Friday 9.15am to 11.45am and Monday - Wednesday , and Friday 12.15pm to 14.45pm term time only.

Ten staff work at the pre-school, three are qualified with suitable child care qualifications. Two members of staff are currently working towards a recognised early years qualification.

How good is the Day Care?

The Grange Pre-School offers satisfactory care for children.

Staff provide a warm friendly environment for the children. Staff make good use of the areas available to them both indoors and in the outdoor areas.

The staff work well as a team and all contribute to planning the activities. Effective deployment of staff ensures the children have adequate support and are safe within the building, on outings and whilst using the outside area. The group have regular safety checks and evacuation procedures are practiced and reinforced regularly.

The children respond well to the positive reinforcements and expectations of staff regarding behaviour management. Staff are good role models. They provide a relaxed environment and respond to the children's interests.

The children are encouraged by the staff to be aware of health and hygiene issues. Staff are aware of the importance of recording accidents and medication. They are aware of the individual needs of the children, however some staff have limited knowledge and understanding of child protection issues.

Staff promote the welfare and development of children whose first language is not English and children with special needs in partnership with the parents and other relevant agencies.

The staff have a good relationship with parents. There is an effective system for sharing information and concerns with parents. Most policies and procedures are in place, these are reviewed and updated regularly.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff have very good relationships with children and know them well. The children are very happy and settled.
- Staff demonstrate positive behaviour management techniques and provide good role models.
- There are comprehensive policies for all safety issues. Staff make children's safety a high priority both inside and outside the nursery.
- Records of accidents/medication provide detailed information ensuring parents are accurately informed.

What needs to be improved?

- staffs knowledge and understanding of child protection issues;
- procedures informing parents of the details of the regulatory body where a parent has a complaint;
- procedures for induction of new staff;

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
14	make available to parents a written statement that includes details of the regulatory body of the procedure to be followed if they have a complaint.	01/04/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	develop procedures for induction of new staff.
13	develop the staff's knowledge and understanding of child protection issues.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at The Grange Pre-School is acceptable and of good quality. Children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Children are happy and secure and generally eager to participate in activities. Staff's understanding of the early learning goals is acceptable. They employ a range of strategies to help children progress through the stepping stones towards the early learning goals in all areas of learning. However, there is limited adult involvement in some everyday activities and resources, resulting in opportunities for children to use calculation and

mathematical language being missed. Staff provide generally good opportunities for the children to extend their knowledge of the environment through planned topics and events. There are missed opportunities in creative development for children to develop their own ideas for design using a variety of materials and tools of their own choosing.

An assessment system is used to check and record children's progress towards the early learning goals. Children behave generally well and respond to the expectations and support of staff. There are effective systems in place to support children with special educational needs and for whom English is an additional language.

Leadership and management is generally good. The caring staff team support children in the setting well. Professional development for the staff is supported and encouraged. Regular meetings assess areas of practice and written records are maintained.

Partnership with parents and carers is generally good and contributes to the children's learning. Parents are informed about the activities and routines via a range of media including a parent's notice board and daily verbal exchanges. They share their observations about their child with staff and regularly discuss the progress their child is making

What is being done well?

- Children are happy and secure, confident in their interaction with staff, they express themselves well.
- Staff provide good opportunities for the children to extend their knowledge of the environment and the natural world through planned topics, activities and events.
- Partnership with parents and carers is good and contributes to and helps support the children's learning. Parents help at the setting on a regular basis

and are involved in the topics and interest tables, encouraging the children to bring relevant items from home.

- Staff provide effective support to children for whom English is an additional language, working with parents and using strategies such as sign boards to help children understand and take an active part in the pre-school.

What needs to be improved?

- opportunities to develop children's individual ideas and creativity using a variety of materials and tools of their own choosing;
- opportunities to extend children's mathematical language, problem solving and understanding of addition and subtraction through adult involvement in everyday activities and resources.

What has improved since the last inspection?

There has been generally good progress in implementing the action plan since the last inspection.

All actions have been addressed.

Daily phonic sessions are now in place at circle time, this has given the children the opportunity to learn their letter sounds.

Planned music sessions using musical instruments and recorded tapes give children the opportunity to explore sound and express themselves through movement.

The introduction of a topic table encourages children to provide and explore items of interest, both natural and man made.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff foster an environment where relationships are generally good and children are able to consider and support each other. Children are confident, happy and secure eager to participate in activities. Children respond appropriately to the clear expectations for acceptable behaviour. Children are respectful and show sensitivity to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate and generally listen well to each other and adults. Staff provide activities to appropriately foster language and literacy skills. Staff provide a variety of opportunities for children's to practise early name and letter recognition skills and phonic sessions enable children to begin to link sounds with letters. Suitable books are available for children to use alone and in groups, they are encouraged to use the books with respect and tidy them away carefully.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Rhymes and songs are used to encourage and reinforce children's number skills. Many children are able to count confidently to ten and some older children can recognise written numbers. There are missed opportunities to promote and extend children's mathematical language, practical problem solving and developing understanding of addition and subtraction through limited adult involvement in everyday activities and resources available.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Through planned topics children are becoming confidence and interest in exploring and investigating. The children regularly explore the surrounding area visiting local schools, shops and park providing them with a developing understanding and awareness about the place they live and the natural world. Children have opportunities to question why things happen and how things work. Opportunities are made for children to talk about past and present events in their own lives.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children learn about the importance of hygiene and know why they wash their hands before eating and after using the toilet. Children move confidently throughout the setting demonstrating increasing control. Children use a range of small and large equipment with increasing confidence. The resources and activities both indoors and outdoors promotes children's developing physical skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children have the opportunity to express their ideas through role-play, stories and music and movement. Adult directed art and craft activities allow children to learn new techniques, however there are limited opportunities for children to explore and develop their individual ideas for design and creativity using a variety of materials and tools of their choice.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide opportunities for children to develop and express their individual ideas and creativity using a variety of materials and tools of their own choosing;
- provide opportunities to extend children's mathematical language, problem solving and understanding of addition and subtraction through planned adult involvement in everyday activities and resources.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.